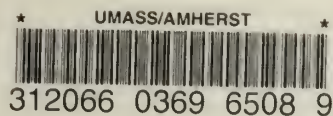


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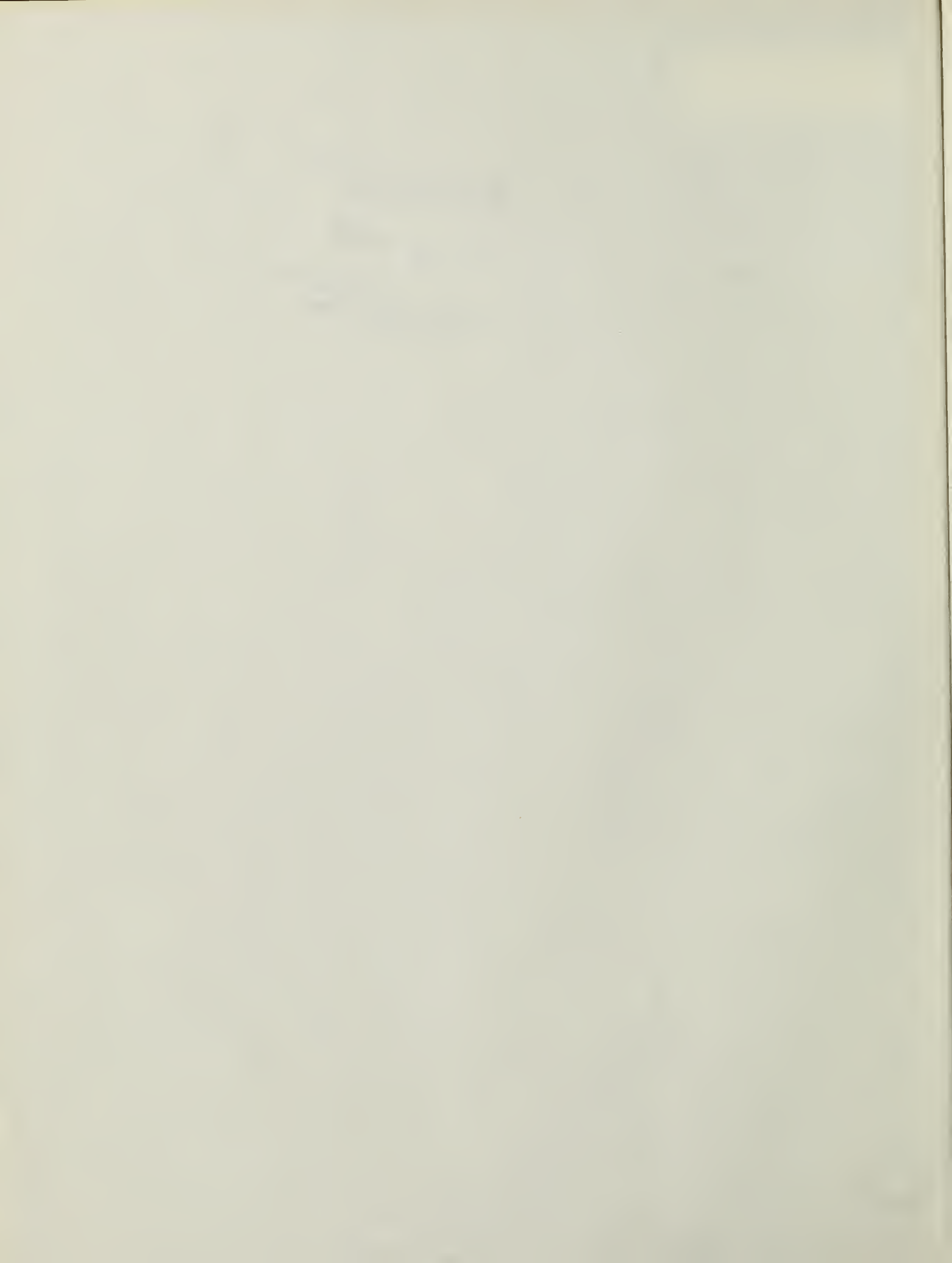
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PRELIMINARY

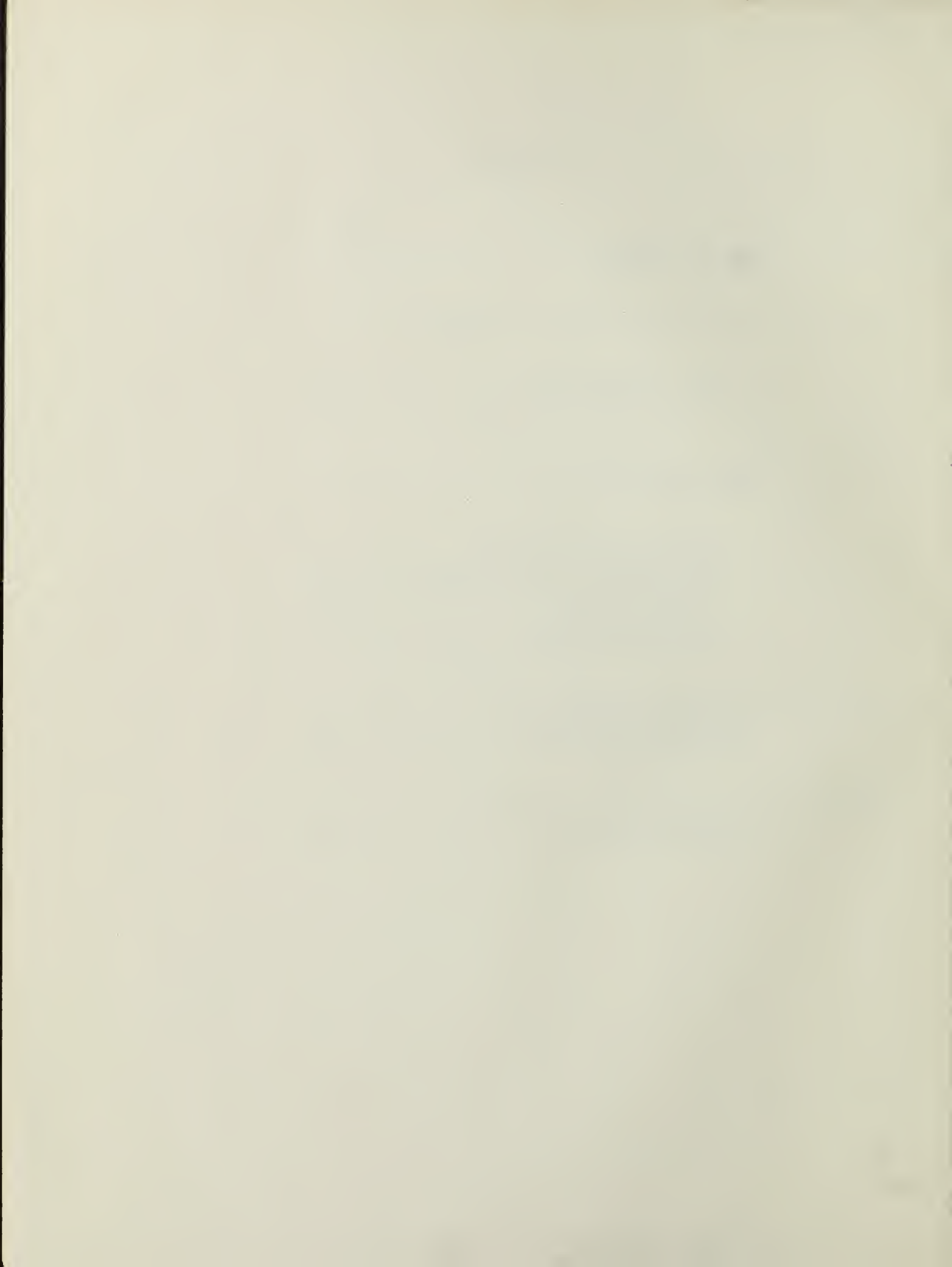
EARLY CHILDHOOD INTERNAL TASK FORCE REPORT

JANUARY, 1987



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EXECUTIVE SUMMARY

In September 1986 Commissioner Raynolds established an Early Childhood Internal Task Force and charged that Task Force with:

- Developing a long-range schedule for implementing and evaluating the goals and objectives of the Board of Education's Early Childhood Policy.
- Formulating recommendations on the structure, funding, location and agency-wide responsibility of a new Office for Early Childhood Education.
- Researching and reviewing Department services being provided to young children and their families and making recommendations for coordination.
- Examining other Department and other Agencies' programs whose resources may link with early childhood and making recommendations for collaboration.

From September through December the Task Force met seven times as a full committee and two times in subcommittees to develop this report. The report comprises four sections: Early Childhood Goals and Objectives, Organizational Structure and Responsibilities, Massachusetts Early Childhood Education Activities, and Recommendations for Implementing the Task Force Report.

The Task Force report presents recommendations for:

- Goals, objectives, and activities which foster the development of universally accessible and affordable high-quality voluntary programs for all three and four year olds in the Commonwealth.
- Mechanisms for promoting and developing inter-/intra-agency collaboration efforts.
- The establishment of an Office for Early Childhood Education in the Department whose function is implementing the Board's Policy on Early Childhood.
- The delineation of regional and central office staffing and resource needs in relation to program responsibilities.
- The establishment of an internal early childhood advisory committee to foster intra-agency collaboration.
- The joining of the Department's two external early childhood advisory councils into one.

Many different points of view were expressed at the Task Force meetings, yet there emerged a unified commitment to the goal of establishing high quality early childhood programs throughout the Commonwealth. This report is a result of a collaborative process between the regional and central office Task Force members from all Divisions in the Department. The Task Force believes that fostering such a collaborative effort is **essential** to the successful implementation of the Board's Policy on Early Childhood Education and thus has included mechanisms into the goals and objectives and into the proposed Office structure. To ensure that this effort continues, further mechanisms will need to be developed.

EARLY CHILDHOOD INTERNAL TASK FORCE

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SECTION I

EARLY CHILDHOOD GOALS AND OBJECTIVES

After a careful review of the broad goals and objectives listed in the Board of Education's Early Childhood Policy Statement, the Task Force developed the implementation schedule and specific activities which follow. Throughout the proposed activities is an emphasis on coordinating resources and initiatives within the Department as well as with other appropriate agencies and institutions. Unless otherwise noted, the objectives for one fiscal year are continued into the next fiscal year.

A. Early Childhood Goals

Goals (by 1992)

1. Ensure the availability of high quality* early childhood education programs and services throughout the Commonwealth.
2. Guarantee the right of equal opportunity to early childhood learning and development programs for all children and their families in the Commonwealth.
3. Promote and develop interagency and intra-agency coordination of early childhood resources, programs and services for children - birth through age eight - to guarantee the availability of a comprehensive set of services.

Goals (by 1995)

1. File legislation which will provide for universally accessible and affordable voluntary programs for all three and four year olds.
2. Ensure that all communities have developed a mechanism for coordination of services for young children and their families.

* high quality as defined by the Chapter 188 Early Childhood Program Standards developed by the Board's Early Childhood Advisory Council and approved by the Board of Education

B. Early Childhood Objectives

Fiscal Year 87

1. Develop program and teacher certification standards for high quality early childhood programs in coordination with those already existing for special education.
 - a. Program and teacher certification standards will be developed in accordance with the provisions of Chapter 188 and in coordination with existing standards for special education programs and bilingual education programs.
 - b. The standards will be disseminated through regional workshops and mailings. Technical assistance strategies regarding program standards will be developed by central office staff with advice from regional center staff and implemented by the regional centers.
2. Provide incentives that will encourage under-served communities to establish early childhood programs, especially programs for three and four year olds, to increase access for all children including minority, bilingual, handicapped, children from low income families and children transitioning from Department of Public Health Early Intervention Programs.
 - a. Department staff will identify and work closely with under-served communities to insure that all available resources (Chapter 188, Chapter 766, Chapter 1, Chapter 636, TBE, EEO, Migrant, etc.) are used to establish high quality early childhood programs, especially for three and four year olds. Additional funds to support increased program and staff development activities in these communities will be sought for FY 88 and FY 89.
 - b. A report on future trends in education and day care, including the provisions of services to children from birth to age three, will be completed. One focus of the study will be the services needed by minority, bilingual, handicapped, and children from low income families.
 - c. Department staff will collect and study evaluation reports from early childhood programs funded through the Department's state and federal funds.
3. Encourage public schools to collaborate with day care, Head Start, early intervention, public, private, parochial and other early childhood education programs.
 - a. In conjunction with the Board's Early Childhood Advisory Council, the Department will identify and work with appropriate agencies and other groups to develop a framework for coordination which could be implemented at the state and local level.

- b. Through workshops and print materials Department staff will provide technical assistance to school systems on ways to strengthen the role and membership of Chapter 188 local early childhood advisory councils and their linkages with School Improvement Councils.
 - c. The Department will collect and disseminate information on successful local collaborative efforts.
4. Encourage the establishment of programs which increase the availability of high quality day care programs.
- a. Information on programs successfully combining early childhood programs and day care will be gathered and disseminated.
 - b. A portion of the Chapter 188 Early Childhood grant funds will be used to fund programs which combine early childhood and day care.

Fiscal Year 88

1. Promote the inclusion of early childhood personnel in the professional and salary structures of public school teachers and other employees in order to retain and attract qualified staff.
- a. Department staff will work closely with the Executive Office of Human Services, Head Start, the Early Childhood Advisory Council, the Day Care Partnership Initiative, and other appropriate groups to gather information on the salary and professional structure of private and public early childhood service providers.
 - b. A long-term strategy will be developed for a coordinated effort to work with the legislature to seek additional funds which would enable higher salaries to be paid to early childhood and day care providers.
2. Provide leadership in the development of guidelines for and the dissemination of early childhood education curricula which will address the needs of bilingual, special needs, gifted and talented, and migrant children.
- a. Department staff from appropriate program areas will coordinate efforts with outside groups to develop and disseminate early childhood curriculum guidelines.
 - b. The Department will develop a position paper on early childhood programs for children from linguistic minority backgrounds.
 - c. Regional staff will provide technical assistance and training on the early childhood materials to staff and administrators at local school systems.
 - d. Research, develop and make available a preschool screening program to all school systems.

3. Encourage the development of intra-agency and interagency programs that will guarantee the availability of a comprehensive set of services for young children and their families.
 - a. The Department will identify and work with the appropriate Department programs, other agencies, and other organizations to develop a framework for coordinating educational, nutritional, health and other services at the local level.
 - b. The Department will fund and disseminate information on model programs which have demonstrated success in providing a comprehensive set of services for young children and their families. Model programs will include at least one urban, one rural, and one which meets the needs of children from linguistic minority backgrounds.
 - c. The Department will examine and develop methods for assisting school systems to build, renovate or locate in the community appropriate space for early childhood programs.
4. Gather, analyze, and evaluate information on existing services and needs statewide. Compile a directory of all available services and resources for young children and their families.
 - a. A comprehensive statewide needs assessment of existing and needed services for young children (birth-age 8) and their families will be conducted. The information from the assessment will be analyzed, evaluated and used to guide future funding and program activities.
 - b. Information from the statewide needs assessment and other sources will be compiled into an early childhood directory and resource bank. Procedures for disseminating and updating the directory and resource bank will be developed.
 - c. The resource bank dissemination procedures will be implemented by the regional centers.
5. Evaluate early childhood programs
 - a. The Department will develop indicators for successful early childhood programs including preschool screening programs.
 - b. The Department will initiate the design of evaluation goals, procedures and materials for a longitudinal study of the effects of early childhood programs.
 - c. The Department will provide information and training for school districts on formative and summative evaluations of early childhood programs.

Fiscal Year 89

1. Ensure the involvement of families in program activities and in decisions affecting their children.
 - a. The Department will develop materials and hold training sessions to help local communities develop family education programs, to communicate regularly with families, and to provide opportunities for all families, including linguistic minority families, to be involved in programs.
 - b. The Department will collect and disseminate information on non-traditional ways to involve families.
 - c. The Department will fund and disseminate information on model programs throughout the state which have demonstrated success in involving families in program decisions and services. Model programs will include at least one bilingual program and at least one adult literacy program.
2. Assure continuity of developmentally appropriate programs and services from infancy through preschool, kindergarten and the primary grades.
 - a. Issues affecting the smooth transition from early intervention programs to public or private preschool programs and from public or private preschool programs to public school kindergarten and primary programs will be identified. Models will be developed to ensure continuity of developmentally appropriate services.
 - b. The Department will work closely with appropriate professional associations, lay groups, human service agencies, and other appropriate groups to develop training materials on using a developmental approach in the primary years. Additional training may be provided through the Commonwealth Inservice Institute, the Leadership Academy, and the Curriculum Seminar Series to provide training for teachers and administrators on such approaches.
 - c. The Department will fund model programs throughout the state which demonstrate effective approaches to providing a developmental continuum of program services. At least one program will be urban, one rural, and one which meets the needs of children from linguistic minority backgrounds.
 - d. Fund summer programs to provide practicum opportunities for teachers and administrators.
3. Encourage and explore the development of a unified set of program and staff certification standards among all agencies serving young children and their families.
 - a. Department staff will work with appropriate agencies and advisory groups to analyze existing program and staff certification standards and to examine the feasibility of developing a unified set of standards.

SECTION II

Organizational Structure and Responsibilities

Following the development of the implementation schedule and specific activities listed in Section I., the Task Force formulated an organizational structure and list of responsibilities to accomplish the proposed goals and objectives.

A. Office for Early Childhood Education

The Task Force recommends that the Board establish an Office for Early Childhood Education in the Department whose function is implementing the Board's Policy on Early Childhood Education. The Office will work closely with the Board's Early Childhood Advisory Council and the Early Childhood State Planning Committee to achieve the long-term goal of establishing high-quality universally accessible early childhood programs for all three- and four-year old children and their families in the Commonwealth.

Current Department Early Childhood Education programs and resources which will be part of the Office are the Chapter 188 Early Childhood Program, the Special Education P.L. 94-142 Preschool Incentive Grant and P.L. 98-199 State Planning Grant, and the State Supplemental Head Start Grant Program. The Task Force recommends combining these programs to strengthen the Department's service delivery efforts to local communities and to assist communities to develop comprehensive services responsive to the diverse needs of young children and their families. Required staff for Central Office and Regional Centers are listed in Section II.B.

To ensure intra-agency collaboration of early childhood resources and priorities and to identify additional resources, the Office will establish and chair an internal Early Childhood Advisory Committee with representation from other units in the Department. Section III. describes the Department units which will be involved in early childhood collaborative efforts. To further ensure intra-agency collaboration and consistency, regular meetings between central and regional staff members and managers involved in the implementation of early childhood programs will be held.

The Office will also have responsibility for inter-agency early childhood collaboration efforts. In particular, the Office will continue to collaborate with the Executive Office for Human Services on programs serving at risk children, birth- to three, and their families; the State Planning Committee; the Governor's Day Care Partnership Project; and with Head Start. Section III. lists the other Massachusetts agencies involved in early childhood programming.

The responsibilities of the Office for Early Childhood Education will be carried out jointly by Central Office and Regional Center staff as listed below and amplified in Section I.B.

Central Office will have primary responsibility for:

- Policy/Program Development
- Statewide Inter-/Intra-agency Collaboration
- Resource Development/Resource Allocation
- Program Evaluation/Research
- Statewide Training Initiatives

Regional Centers will have primary responsibility for:

- Program Implementation
- Regional Inter-/Intra-Agency Collaboration
- Regional Training Initiatives

B. Organizational Responsibilities

In order for the Office to implement fully the Board's Policy, respond to federal and state funding requirements, and provide the strong leadership needed in this important initiative, the Task Force strongly recommends the following staff configurations and organizational responsibilities.

CENTRAL OFFICE

Central Office staff will consist of a senior manager, a program director, four professional staff, an administrative assistant and a secretary. The senior manager will report directly to the Commissioner on an interim basis and will participate in Level II and Executive Committee meetings. Other resources needed by the Office include: 03 funds, travel and conference funds, office support funds, financial management services, word processors, computers and access to communication networks such as Special Net. Professional staff members will have experience in early childhood education and familiarity with special education programs and practices.

The responsibilities listed below will be carried out by Central Office staff with advice and assistance from Regional Center staff.

Policy/Program Development

- Collaborate with the Board, the Commissioner and Legislative Affairs on initiating and supporting early childhood legislation
- Ensure statewide consistency among Department early childhood funding sources
- Ensure compliance with the right to education for handicapped 3 and 4 year olds under Chapter 766
- Design and produce Request For Proposal guidelines for model programs
- Develop early childhood program and teacher certification standards in collaboration with Teacher Certification and other appropriate units
- Research and develop Early Childhood position papers

Inter-/Intra-agency Collaboration

- Collaborate with appropriate groups and agencies on coordinating services and developing inter-agency agreements
- Establish and chair an **internal** Early Childhood Advisory Committee to promote collaborative efforts and the sharing of resources
- Establish and support the work of the **external** Advisory Council
- Develop intra-agency agreements in areas such as Adult Literacy, Linguistic Minority, Special Needs, and Drop-out Prevention

Resource Development/Resource Allocation/Statewide Training Initiatives

- Collaborate with the Office of Executive Planning, the Office for Professional Development, the Bureau of Operational Support, the Office of Public Relations and the Department's Budget Office
- Identify and coordinate early childhood funding sources (federal RFPs, private funds, other Department and state funds)
- Assess needs and establish guidelines for resource allocation
- Develop public relations outreach materials and efforts
- Design conferences and statewide training programs
- Design statewide dissemination activities including the identification of model programs and promising practices
- Develop technical assistance and implementation materials
- Compile and update statewide directory of Early Childhood resources

Program Evaluation/Research

- Collaborate with Executive Office of Planning and Bureau of Research and Assessment on developing program evaluation designs
- Develop materials for school systems to conduct self-evaluations
- Evaluate implementation of all Office Early Childhood programs
- Plan and conduct statewide needs assessment
- Plan and develop framework for longitudinal study
- Review and report on current research
- Develop annual report on future trends in Early Childhood Education

Fiscal/Grants Management (It is recommended that these responsibilities be carried out by another unit for the Office.)

- Collaborate on payment processes as needed with Business Office
- Process grants including Board materials, award letters, purchase vouchers, payment notices, return of funds, amendments, fiscal end-of-program reports, and audit reports
- Track and provide reports on status of funds
- Establish and maintain data-base on grant fiscal information
- Process necessary forms for office supplies, equipment, staff travel and other related program purchases
- Respond to requests for information on status of funds

Administrative Responsibilities

- Arrange for internal and external advisory council and sub-committee meetings, and regional staff meetings
- Schedule activities for conferences and other inservice training programs sponsored by the Office
- Maintain data-base and paper files on grant program information
- Respond to correspondence and information requests
- Maintain files on consultants and training opportunities

REGIONAL CENTERS

Regional Center staff will consist of 2 - 3 full-time staff in the smaller centers, 3 - 4 full-time staff in the larger centers, and .5 - 1. clerical staff member. It is recommended that one regional staff person be designated as Early Childhood Coordinator and be a member of the Regional Center Management Team. Regional staff members must be experienced in early childhood education and familiar with special education programs and practices. Additional support required for regional centers includes funds for travel, conferences, and materials.

The regional staffing recommendations are based on the knowledge that program implementation and technical assistance activities require a great deal of staff time.

The responsibilities listed below will be carried out by Regional Office staff with advice and assistance from the Central Office.

Program Implementation

- Collaborate with Local Education Agencies to assist them in identifying and accessing all available early childhood resources
 - Provide technical assistance on proposal development via workshops and meetings
 - Ensure coordination/consistency among funding sources e.g. Chapter 188, Chapter 766, Chapter 1, CII etc.
 - Review and modify proposals to meet appropriate guidelines
 - Recommend, prioritize, and approve proposals
 - Visit, monitor and assist district self-evaluation of programs
- Ensure the development of high quality early childhood programs
 - Provide technical assistance to local education agencies via network workshops and meetings
 - Provide training to districts on sound early childhood practices
 - Assist districts in implementing the Board's early childhood program standards
 - Disseminate information and resource materials
- Collaborate with Central Office
 - Develop statewide early childhood policies, standards, certification, priorities
 - Develop evaluation forms and training procedures
 - Develop all appropriate early childhood forms e.g. RFPs, applications, amendments
 - Serve as members of internal Early Childhood Advisory Committee
 - Participate in statewide early childhood meetings on a regular basis

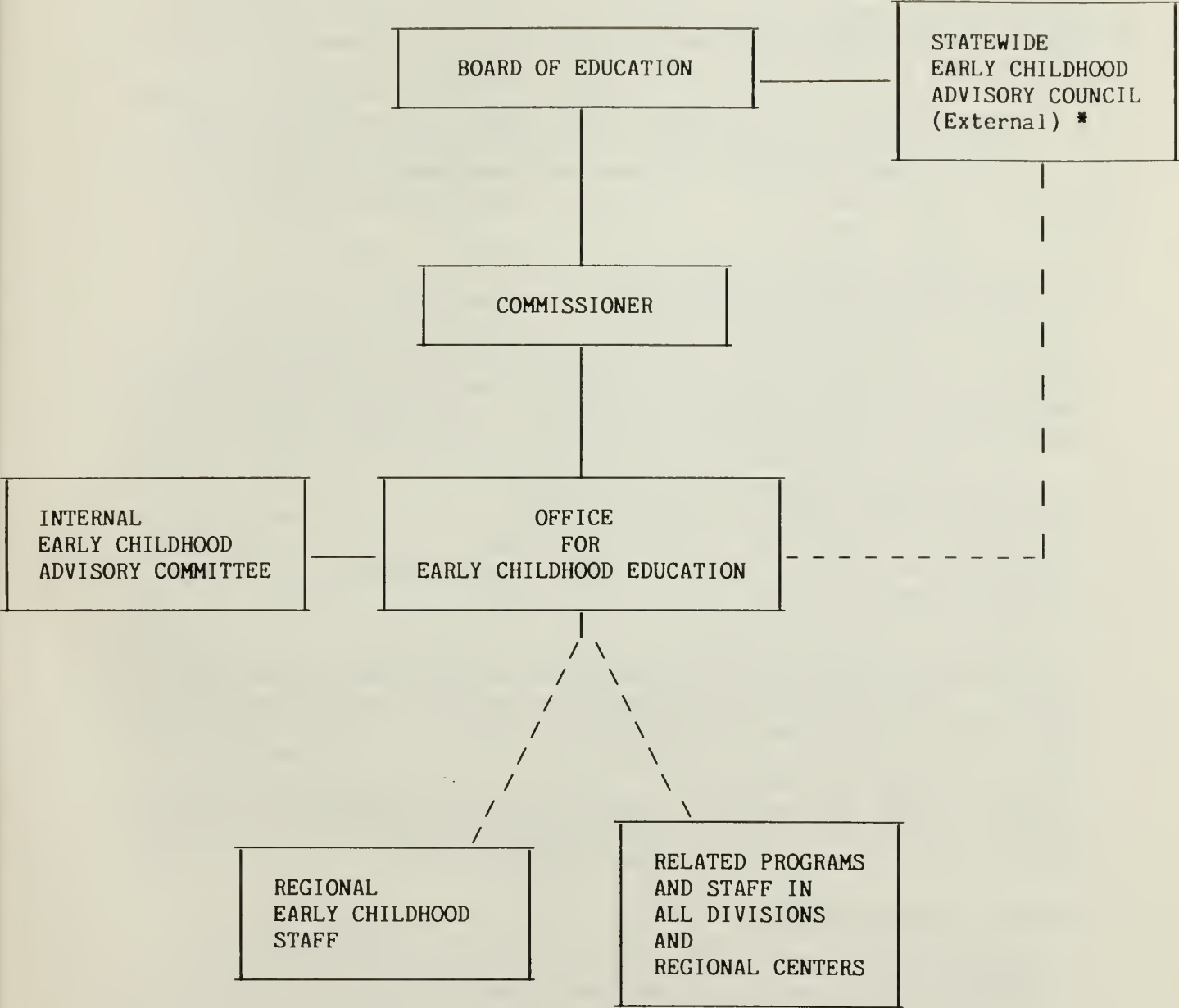
Regional Inter-/Intra-Agency Collaboration

- Collaborate with other regional Department programs
- Support the efforts of local early childhood advisory councils
- Resource brokering and networking
- Conduct regional conferences and seminars
- Facilitate interagency agreements between local education agencies and other human service agencies

Other Regional Early Childhood Responsibilities

- Ensure compliance with applicable regulations and standards
- Work with families of young children
- Respond to all issues and complaints regarding Department funded early childhood programs
- Advocate for developmentally based early childhood programming
- Respond to correspondence
- Maintain files and resource materials

C. Organizational Chart



* Presently, there are two early childhood state advisory councils, The Early Childhood State Planning Committee and The Chapter 188 Early Childhood Advisory Council. A plan will be developed for joining these two councils into one.

SECTION III

MASSACHUSETTS EARLY CHILDHOOD EDUCATION ACTIVITIES 1986-87

Massachusetts Department of Education

Through the Massachusetts Department of Education, public schools are able to access a variety of resources for young children and their families. In particular, public schools have been providing services for young handicapped children under Chapter 766 requirements since 1974. The early childhood section of the recently passed Chapter 188 enables services to be provided to a wider range of young children. Chapter 188 establishes as a priority services to children who live in low-income areas. The following lists highlights of DOE programs:

Division of Curriculum and Instruction

Chapter 188 Early Childhood Programs During FY 87, \$10.2 million are available to school systems who apply for planning or implementation grants. As of December 31, 1986, 131 early childhood grants to local communities have been awarded. Of those 131 grants, 90 are planning grants and 41 are for program implementation. Additional grants will be made in January of 1987 for the remainder of the 1986-87 school year.

State Supplemental Head Start Grant Program In FY 87, the Massachusetts legislature appropriated \$2.8 million for Head Start programs in the Commonwealth. These state funds have been used this year to supplement salaries of Head Start staff to enable programs to attract and retain qualified staff.

Commonwealth Inservice Institute Grants The Institute is the mechanism by which the Department makes funds available to classroom teachers and parents (under certain circumstances) for inservice training activities. These inservice programs are designed by and for school staffs to improve classroom teaching or specific educational services in a school or to improve staff development efforts. In fiscal 1986 the Early Childhood Project, through the Institute, funded 13 inservice programs developed by teachers and parents of three-, four-, and five-year-old children with special needs. These grants totaled \$20,000.

Bureau of School Programs

Chapter 1 provides funds for services to kindergarten pupils in most school districts throughout the Commonwealth as well as preschool children in approximately 25-30 districts. Based upon the most recent year (FY 85) for which complete, accurate data are available, 6,760 kindergarten children were receiving about a half-hour of Chapter 1 services daily. This includes 407 non-public school children. At an estimated \$900 per pupil expenditure, Chapter 1 provides approximately \$6 million annually in Chapter 1 services at the kindergarten level. At the preschool level, 1,470 children received a half-day of Chapter 1 services at an estimated \$2500 per pupil expenditure for a total of between \$3.5 and \$4 million. While most preschool participants are in the 4-5 year old range, several school districts serve 2-3 year old children through the "parent-child home intervention approach". It is

expected that during the current project year, Chapter 1 is still expending close to \$10 million for early childhood activities.

Curriculum Seminars The Bureau conducts a curriculum seminar series to assist and to challenge school personnel to think about educational reform and school improvement and to help them explore research about teaching and learning. During FY 87 over 80 seminars are scheduled, of which 16 will directly focus on early childhood education issues.

Chapter 636 provides funds to Boston Public Schools for the development of a pilot program and materials to involve parents of preschool and kindergarten children in ways they can help their children succeed in school.

Lucretia Crocker Two Lucretia Crocker Fellows will disseminate their early childhood related programs to interested school districts throughout the Commonwealth.

Massachusetts Educational Television (MET) Programming related to early childhood education includes the following: "Sesame Street" for preschool children, "Footsteps, Explorations of Family Living," available via open-air broadcast or from MET's videocassette lending library, and "Reading Rainbow" fifteen half-hour programs providing reading motivation for second and third graders in order to combat the phenomenon of summer reading loss.

Bureau of Student Community and Adult Services The Bureau continues to exchange information with school districts on successful programs and resources for early childhood education, school-age day care programs, and related parent education. The Bureau of Student, Community and Adult Services and Wellesley College Women's Center on Research co-sponsored a conference, "The Public Schools and School-Age Child Care: A Partnership." Among the topics discussed was programming for the younger school child.

Transitional Bilingual Education provides technical assistance to all bilingual kindergarten programs and to the two Title VII funded preschool bilingual programs (Framingham and Fall River).

Migrant Education The migrant program refers migrant children to existing preschool services in the community for which they are eligible. When a placement cannot be found, migrant children are placed in "holding centers" until there is an opening in a community preschool center. During 1983-84 there were approximately 300 children in "holding centers." In addition, there are summer programs available for migrant children.

Division of Special Education

Early Childhood Special Education Project has provided technical assistance, training and resources to programs that provide services to preschool children with special needs since 1975. The Division of Special Education funds an Early Childhood Specialist in each regional education center to provide these services and to assist in building and maintaining cooperative relationships between parents and preschool programs. Special projects and resources of the Division include:

State Planning Grant This program is in its third year in Massachusetts, funded through federal P.L. 98-199, an amendment to the Education of the Handicapped Act. The purpose of this program is to develop a comprehensive service delivery system for children with special needs ages birth through five years and their families. An Interagency Advisory Committee has guided the work of this project.

Preschool Allocation Program was established in 1985, with \$3 million available in 1985-86 and \$1.3 million for 1986-87. Major priorities of this program are to develop or expand effective outreach and screening and to develop and/or expand preschool specialized services.

Interagency Coordination In March 1984 the Administration for Children, Youth and Families and the Department of Education revised their interagency agreement. The agreement ensures the provision of services to children by local school systems and the placement of children with special needs in Head Start programs. The agreement has stimulated many new and exciting effective collaborations between LEA's and their local Head Start program.

Resources The Early Childhood Project staff has developed a variety of training programs and resource materials that are available to the public. These include: "Birth to Six Resource Directories", "Kids on the Block" Handicapped Puppets, and publications concerning developmental assessments, mainstreaming, preschool screening, the individualized educational plan, and home school partnerships

Division of School Facilities and Related Services

Child Care Food Program offers cash assistance, USDA donated foods and technical assistance to any public or private nonprofit approved facility caring for children. The program serves the following population: 23,731 children in 584 child care, Head Start and after-school programs and 13,303 children in 3,936 family day-care homes. The Special Food Services Section of the Bureau administers the food program and provides technical assistance for the planning and the implementation of the food service operation.

Nutrition Education Training Program funds a few small grants (up to \$3000 each) for nutrition education for child care and family day care providers.

Division of Occupational Education

Consumer and Homemaker Education Program provides funds through P.L. 98-524 as "seed money" for parenting education programs to serve the needs of pregnant and/or parenting teens.

Equal Educational Opportunity/Chapter 636 works with seven priority communities (Cambridge, Holyoke, Lawrence, Lowell, Medford, Worcester, Revere) to provide opportunities for preschool programs that respond to the needs of multicultural communities.

Office of Executive Planning The Office of Executive Planning responds to questions and makes referrals in the area of early childhood education. The Office was responsible for coordinating the work of a Task Force on Early Childhood Education which made recommendations for the development of the Policy on Early Childhood Education, approved by the Board of Education in January 1986.

Other Massachusetts Agencies

Recent Amendment to P.L. 94-142

P.L. 99-457, the Education of the Handicapped Amendments Act of 1986, signed by the President on October 8, 1986, offers incentives for all states to provide services for 3-5 year old handicapped children, and for birth to three year old children who are disabled or at-risk. Since Massachusetts already provides services to these two age groups (DOE 3-5 year olds, DPH birth-3 year olds), this new legislation will provide more funds to expand these existing services. However, the amendment requires that the Governor designate the lead agency to administer the funds for the birth-3 year old services.

Executive Office of Human Services (EOHS) is the Secretariat with overall responsibility for coordination and monitoring of policy and budget for the fifteen human service agencies in Massachusetts State Government. The majority of state dollars and services for young children and their families are concentrated in the human service agencies under EOHS.

Department of Public Health (DPH) provides or monitors a variety of services which benefit young children and their families. Most of these programs are under the auspices of the Division of Family Health Services and include:

Healthy Start provides a coordination and payment system for prenatal and delivery services for women who are low-income and without insurance or Medicaid.

Maternal and Child Health Services includes a number of community-based contracted programs for primary care and maternal and child health nursing for low-income or high-risk women and children. DPH targets its services to women, infants and children who need comprehensive medical treatment to reduce the very high infant mortality rates in some communities. Inadequate prenatal care is estimated to be given to an average of 25-61 per 1,000 births. Failure to Thrive programs were initiated in FY 84.

Services for Handicapped Children has a mandate to provide early intervention services for children from birth to three years of age. In FY 86, the forty-three early intervention programs provided services to 5600 children who were identified as having established, biological, or environmental risks. In addition, SHC provides or purchases medical, therapeutic, and home health care; respite; and case management services for children with handicapping conditions and certain chronic conditions.

Women Infants and Children (WIC) Unit is a federally funded nutrition program which provides food supplies and nutritional counseling to pregnant women, infants and children up to age five who meet income eligibility standards. While approximately 68,000 people were served through WIC in FY 85, it is estimated that less than half of those who are eligible are receiving such services

Office of Nutrition Services assures systematic monitoring of the nutritional status of children in Massachusetts. It is responsible for developing nutrition policy and providing education, consultation, and technical assistance to other state agencies, DPH programs, providers and consumers.

Childhood Lead Poisoning Prevention Services (CLPPP) with both state and federal funds, provides screening, laboratory analysis, environmental follow-up (including de-leading), case management, and public education/outreach for children ages 9 months to 6 years. It supports seven contracted programs in high-risk communities. All children of these ages should be screened for lead poisoning. CLPPP is responsible for enforcement and monitoring of the state lead laws; it works closely with OFC and other child service agencies in the development of policy and regulations in these areas.

Department of Social Services (DSS) is a child and family services agency that provides social services, on a sliding fee scale, to all income groups to strengthen families and to protect children who are at-risk of abuse or neglect. Among other services, DSS offers respite care for families with disabled members, case management, adoption services, foster care, emergency shelter and residential care. As of March 1986, nearly 12,000 children between the ages of 0-5 years were in the DSS protective service caseload or were in substitute care.

Contracted Day Care Early childhood programs make contracts with DSS to provide subsidized day care to income eligible families. 16,780 preschool children were served through day care contracts and DPW vouchers in FY 85.

Voucher Day Care DSS administers a day care voucher program for AFDC recipients who are working, going to school, or attending a training program. Vouchers pay a portion of child care costs and may be used in any licensed/registered child care program participating in the voucher program.

Office for Children (OFC) was created to monitor and regulate the quality of children's services to ensure that children and their families receive the services that they need. OFC licenses and regulates all out of home children's services in Massachusetts: day care centers, family day care homes, foster care, temporary placement, group care and adoption placement. OFC licensed approximately 1,800 day care centers and 9,500 family day care homes serving almost 130,000 children in 1985.

Help for Children Unit advocates for individual children and in FY 85, received 9,324 requests for advocacy. This represented 8,066 individual child cases and 1,223 family cases. The primary "child" service request were educational services (3,741). Additionally, 84,218 information and referral request calls were received. Of these, 36,596 (43%) were for day care service.

Councils for Children are local citizen groups who identify the needs of children and the gaps in services available in local communities, make recommendations for and review the quality of local children's programs, and determine the priorities for new or expanded services.

Child Care Resource and Referral (CCRR's) promote day care and bring together state and local resources required to support existing programs and to develop new ones. In FY 87, there will be a state-wide network of twelve CCRR's serving all Massachusetts communities. Chapter 188 requires that a representatives from local CCRR's serve on local early childhood advisory councils. Wherever possible, CCRR's have assumed responsibility as Voucher Management Agencies for the DSS day care voucher program (see DSS above).

Department of Public Welfare (DPW) administers funds and medical assistance programs for low income families. Through Aid to Families with Dependent Children (AFDC), DPW provides temporary aid to families and emergency assistance during difficult financial periods. At the end of 1985, almost 64,000 children between the ages of 0-5 received AFDC. Through Medicaid, DPW provides benefits to children of low income families with severe medical needs. Food stamps and shelters for the homeless are also provided through DPW. DPW day care vouchers for low income families are administered through DSS (see DSS).

Project Good Health (PGH) provides periodic screening, diagnosis, and treatment for children under age 21 who are eligible for medical assistance. PGH is a preventative health program with the purpose of providing children with comprehensive and continuous medical care beginning at birth. In FY 86, 120,000 children were served, which is 56% of the eligible population. PGH also works to promote awareness of good nutrition to high risk groups.

Department of Mental Health (DMH) works to ensure provision of responsive high quality, cost effective mental health and mental retardation services. Forty area offices and community providers provide evaluation, prescreening, and services for mental health and retardation through outpatient care. Through a specialized home care service, foster care in a family setting is provided for a small number of children ages 3-6 years whose families cannot cope. Support services through an in-home program are also offered to a few young children. Approximately 8,100 Massachusetts children aged 0-3 years are considered to be at risk and in need of mental health services.

Massachusetts Commission for the Blind (MCB), Massachusetts Commission for the Deaf (MCD) and Massachusetts Rehabilitation Commission (MRC) serve young children from these low incidence populations.

Head Start is a federally funded program for low income and handicapped young children and their families. In Massachusetts, in 1986, approximately 8,000 three and four-year old children were served. It is estimated that only 20% of the approximately 39,000 children who are eligible for Head Start services receive them, due to limited federal funding.

Executive Office for Economic Affairs (EOEA) The Corporate Child Care Program of EOEA assisted the development of 43 employer-supported day care centers serving 400-500 children as of June, 1986.

Executive Office of Communities and Development (EOCD) The Supportive Services Program through 27 local housing authorities provides child care support services to public housing residents in FY 87. Support services may include on-site day care, child care staff training and coordination.

SECTION IV

RECOMMENDATIONS FOR IMPLEMENTING THE TASK FORCE REPORT

1. Disseminate the proposed goals and objectives to interested Department staff and appropriate advisory councils for comments and suggestions.
2. Involve appropriate central and regional center managers and staff in reviewing the proposed organizational structure and responsibilities, recommending modifications and developing mechanisms for implementation.
3. Review resources for early childhood education within the Department, develop a budget and job descriptions for positions, and negotiate for needed resources including physical space and equipment.
4. Build mechanisms for this new Office to communicate and collaborate with Divisions and other Offices in the Department by reviewing and adapting present mechanisms.
5. Develop formal procedures to ensure regular communication between regional and central office staff and managers.
6. Put in place requested staff and resources prior to the actual initiation of the Office.
7. Establish an Office for Early Childhood Education which will manage the Chapter 188 Early Childhood Project, the Special Education Preschool Incentive and State Planning Grants, and the State Supplemental Head Start Grant Program and which will be responsible for intra-/inter- agency collaboration of early childhood resources and initiatives.
8. Develop a plan for consolidating the Early Childhood State Planning Committee and the Chapter 188 Statewide Early Childhood Advisory Council.
9. Establish an internal Early Childhood Advisory Committee with appropriate representation from throughout the Department to advise the Office for Early Childhood Education.

